DOCUMENT RESUME

ED 169 247 CE 020 074

TITLE	Project CDCC: A Michigan Demonstration Project.
INSTITUTION	Coloma Community Schools, Mich.
SPONS AGENCY	Michigan State Dept. of Education, Lansing.
PUB DATE	75
CONTRACT	300-77-0303
NOTE	57p.; For related documents see ED 162 102 and CE 020 072-101
AVAILABLE FROM	Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 (set of 27 units, $55.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Development; *Career Education; Demonstration Programs; *Elementary Education; *Elementary School Curriculum; Field Trips; Information Dissemination; *Program Design; Program Evaluation; Role Models; Role Playing; Teacher Education; Validated Programs
IDENTIFIERS	Career Development Centered Curriculum Project; Education Amendments 1974; Michigan (Coloma)

ABSTRACT

The various segments of Project CDCC: Career Development Centered Curriculum are explained in this collection of fact sheets, which serves as an introduction to the K-6 project. Background information, goals, objectives, and the advantages of Project CDCC are introduced in the primary fact sheet. Another sheet, the CDCC Curriculum Units, contains a brief description of what a sample unit includes, and it also lists the unit titles for each grade level and the focus of each unit. On the evaluation data sheet, statistics are presented which illustrate how the 1975-76 group of students attained project objectives in mathematics and reading. The sheet on installation information includes such phases as adopting district requirements, training, and costs. A table presents the adoption process from awareness to installation, including such elements as demonstration site role and potential adopter procedure. Other fact sheets focus on dissemination, initiating the adoption process, a checklist of adoption steps, unit planning and implementation, sample evaluation activity, field trips, role models, teacher training, role-playing/simulation, and concluding notes. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169247

PROJECT CDCC:

CAREER DEVELOPMENT CENTERED CURRICULUM

A MICHIGAN DEMONSTRATION PROJECT

ESEA Title IV/C
Coloma Schools
Coloma, MI

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Lee Downey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CE 020 074

I Want To Be..

242a

FACT SHEET

PROJECT CDCC: Career Development Centered Curriculum

(ELEMENTARY PHASE)

PROJECT CDCC is a comprehensive, articulated, sequential approach to career development programming. Its components are designed for use in all K-6 classrooms.

BACKGROUND INFORMATION

In 1972, Coloma Community School District, Coloma, Michigan, was awarded an ESEA Title III Grant to develop curriculum materials focused on meeting the career development needs of students. After four years of development and evaluation, Project CDCC was validated and classified by the Michigan Department of Education as a Demonstration Site and is currently being funded to provide training and materials for successful program adoption adaption.

MAJOR PROJECT GOAL:

To enhance the career development of K-6 students by building specially developed curriculum units into the existing educational program.

STUDENT OBJECTIVES

- demonstrate an increased awareness of life roles
- develop and use decision-making skills
- formulate realistic self concepts

THE CDCC CURRICULUM UNITS

The program consists of 27 curriculum units focused on a variety of career awareness and self-awareness topics. Each unit contains goals, objectives, specific instructional strategies, suggested resources, and evaluation instrumentation. The units are interdisciplinary in that they include learning and practice in math, communication arts, science, and social studies while contributing to the career development aspects of each individual's growth.

CAREER DEVELOPMENT THEORY IN ACTION

The program's curriculum units contain a variety of teaching strategies consistent with accepted Career Development Theory. Teaching strategies include: role playing, classroom discussions, activity sheets, field trips into the community, role models in the classroom, and AV material utilization. The project's inservice component assists teachers in planning for and implementing unit activities in their classrooms.

ADVANTAGES OF PROJECT CDCC

- promotes healthy student career development
- organizes career development curriculum activities sequentially
- includes a built-in evaluation mechanism
- promotes positive student self concept
- increases student career awareness
- provides ready-to-use, reality-based learning activities

Contact
Gerald Geik, Director
PROJECT CDCC
Coloma Schools
P.O. Box 218
Coloma, MI 49038
616-468-6785

A MICHIGAN DEMONSTRATION PROJECT

Mi

THE CDCC CURRICULUM UNITS

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objectives. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

Contact:
Gerald Geik, Director
PROJECT CDCC
Coloma Schools
P.O. Box 218
Coloma, MI 49038
616/468-6785

A MICHIGAN DEMONSTRATION PROJECT

UNIT TITLES IN THE SERIES
"Career Development Curriculum Units for the Elementary Classroom"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation & Communication
	THE FOOD STORE	Occupational Clusters: Business & Sales
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation, Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation and Communication, Technology and Research

mi

INSTALLATION INFORMATION

(ELEMENTARY PHASE)

ADOPTING DISTRICT REQUIREMENTS

A. Board of Education and Superintendent approval for adopting CDCC Program

B. Central office and building administrator commitment to CDCC Program philosophy and methods demonstrated by resource allocations for materials, training, and field trips

C. Facilitator assigned to coordinate program installation and maintenance

D. Evidence of teacher commitment for training and program implementation

E. Two to three days of inservice for building administrator, facilitator, and cadre of teachers

F. Submission of evaluation data to determine program impact

TRAINING

The adopting district's installation team will receive two to three days of training in the use of CDCC Curriculum Units. Training will focus on the following topics:

A. Career Development and the elementary student

B. The unit approach to career development programming

C. Utilizing role models, field trips, and role playing as instructional strategies

D. Self-awareness and the teacher

E. Grade-group planning for unit implementation

F. The teacher's role in evaluating program impact

COSTS

A. Start-Up Costs:

1.	Inservice	$60-90 person trained
2.	Curriculum Units	$6 classroom
3.	Commercial Materials	$0-20 classroom

(will vary depending on what LEA already has available)

B. On-Going Costs

1.	Miscellaneous Materials and supplies	.40 student (approximate)
2.	Printing of student activity and evaluation sheets	.50 student
3.	Field trips, 2 classroom year	----

(will vary depending on LEA transportation costs and field trips taken)

Requirements to meet specific needs of the Adopting District will be discussed with Demonstration Project Staff prior to commitment by the Adopting District.

A MICHIGAN DEMONSTRATION PROJECT

Contact:
Gerald Geik, Director
PROJECT CDCC
Coloma Schools
P.O. Box 218
Coloma, MI 49038
616 468-6785

ADOPTION PROCESS

(Elementary Phase)

ADOPTION STAGES	VEHICLES	POTENTIAL ADOPTER PROCEDURE	DEMO SITE ROLE	POTENTIAL ADOPTER INTERNAL DISSEMINATION ACTIVITIES
AWARENESS	MDE Monograph Project Fact Sheet Awareness Session Project Information/Slide Presentation Conference Presentation	Become aware of Demo Project Examine Project Info (LEA Team) Submit Letter of Interest to R.S.C. or M.D.E.	Provide Awareness material Follow-up phone call	Communicate with teachers regarding submission of Letter of Interest for Project CDCC
KNOWLEDGE	LEA Team Briefing Presentation to teachers	LEA Team visit to Demo Site (optional) LEA Team receive briefing LEA "Interested" teachers receive Project Presentation and examine project curriculum materials	Arrange for and conduct briefing session/presentation	Communicate with teachers regarding LEA Team Briefing Obtain feedback from teachers regarding Presentation/ Curriculum Materials
DECISION	D.M. Check List	Review Project Installation requirements Complete D.M. Check List (LEA Team) YES/NO Decision to adopt	Assistance	
CONFIRMATION	Statement of Assurances	Complete Statement of Assurances (MDE Sign-Off) Complete Agreement for Services	Assistance	Communicate with teachers regarding anticipated services from Project CDCC Staff
INSTALLATION	Training, Curriculum and Evaluation materials	LEA Staff Training Project Installation Evaluation	Provide Training Technical Assistance Receive Evaluation Report	Intensive Communication with with Teachers

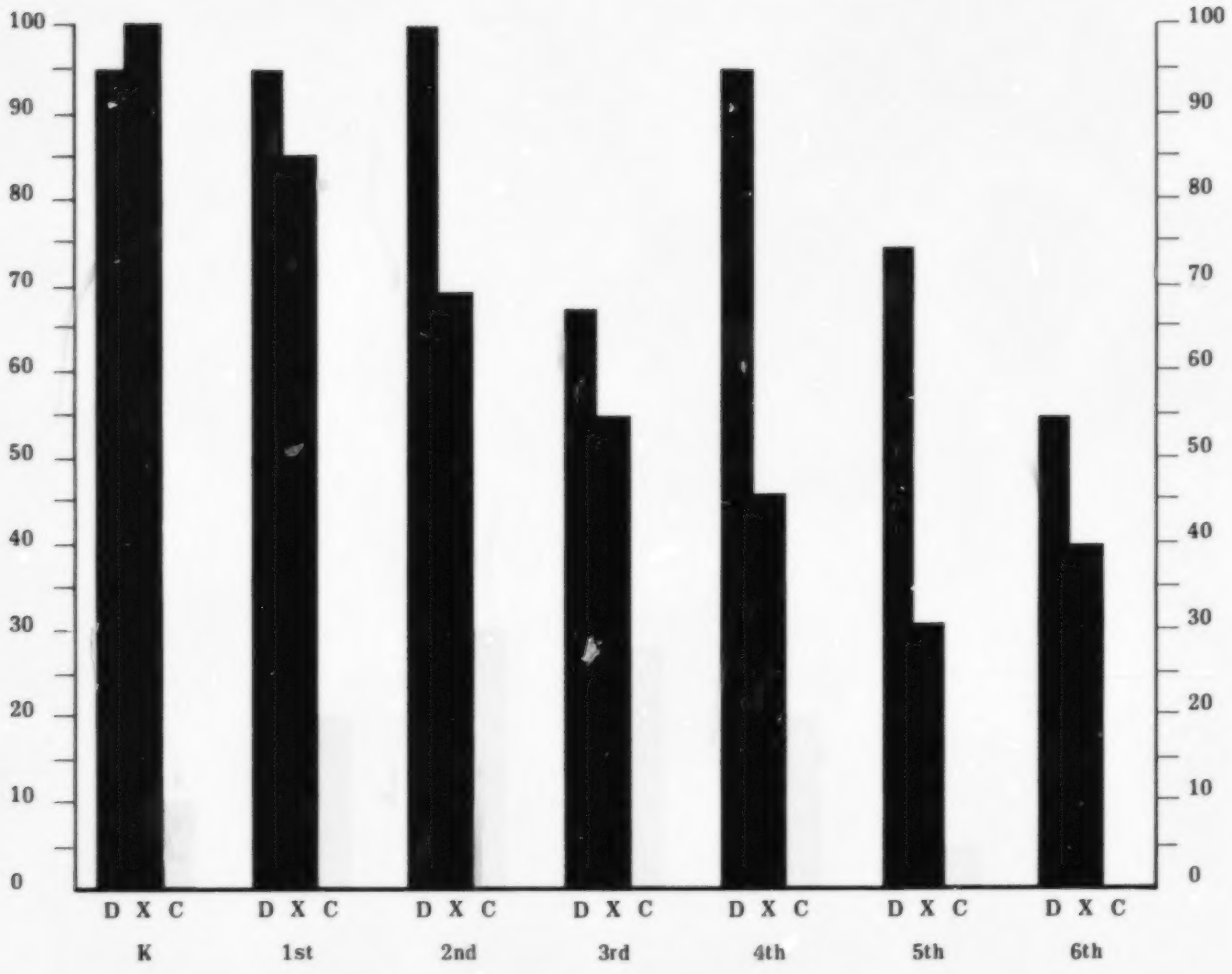
mi

EVALUATION DATA

1975-76 ELEMENTARY

KEY:

D developmental site
X experimental site
C control site



Percentage of CDCC Program Objectives attained by 80% or more of the students

A MICHIGAN DEMONSTRATION PROJECT

Contact:
Gerald Geik, Director
PROJECT CDCC
Coloma Schools
P.O. Box 218
Coloma, MI 49038
616/468-6785

STATE ASSESSMENT RESULTS

Percentage of students attaining 75% or more of the objectives

FALL	4th MATH		4th READING		7th MATH		7th READING	
	C	S	C	S	C	S	C	S
1973	63.6	67.0	35.2	38.5	39.2	43.1	41.2	50.0
1974*	85.3	74.1	60.8	48.6	44.4	47.6	52.6	55.3
1975	87.8	78.7	65.1	52.5	60.0	56.5	54.3	57.4
1976	84.7	80.0	69.0	56.4	50.9	53.8	58.1	56.4

Gain between '73 and '74 testing

C	S	C	S	C	S	C	S
21.7	7.1	25.6	10.1	5.2	4.5	11.4	5.3

Class change from '73 to '76

MATH		READING	
C	S	C	S
-12.7	-13.2	+ 22.9	+ 17.9

KEY:

C - Coloma

S - State

*Career Development Program implemented, school year 1973-74.

Steps in Adopting Elementary Phase of Project CDCC

_____ 1. Become aware of Demo Project (usually a key individual)

_____ 2. Contact Demo Project for clarification of adoption process if necessary

_____ 3. Submit Letter of Interest to M.D.E. or appropriate Regional Dissemination Center

_____ 4. Key people meet with Demo Director or Assistant Director

_____ 5. Curriculum Leaders and/or committees become aware of Demo Project

_____ 6. Arrange for Teachers to become aware of Demo Project (slide presentation)

_____ 7. Arrange for Teachers to review Project curriculum materials

_____ 8. Assess Teacher perception of need (Teacher Survey); send to Demo Site

_____ 9. Complete and sign Decision-making Check List; send to Demo Site

_____ 10. Receive and complete Statement of Assurances

_____ 11. Meet with Demo Director or Assistant Director to negotiate and finalize S. of A.

_____ 12. Send S. of A. to Demo Director

_____ 13. If approved by M.D.E., receive Agreement for Services from Demo Director

_____ 14. Send A. for S. to M.D.E.

_____ 15. Receive Adopter Packet from M.D.E.

_____ 16. Secure Instructional Materials

_____ 17. Receive Training (LEA Teacher Cadre)

_____ 18. Implement Program

_____ 19. Submit Claims to Demo Director

_____ 20. Receive Reimbursements from Demo Site

_____ 21. Submit Evaluation Report to Demo Site and M.D.E. (end of first year of implementation)

Mi 242a

THE MICHIGAN ADOPTION PROGRAM

"Disseminating Educational Programs That Work"

WHAT IS IT ALL ABOUT?

The purpose of the Michigan Adoption Program (MAP) is to facilitate the implementation of successful education programs within Michigan.

The Michigan Department of Education provides resources for the development of innovative programs directed at meeting state/local educational needs and which hold promise of improving student learning.

Innovative programs with validated evaluation results indicating improvement in student learning are screened by the Department's Project Classification Committee. This committee confers "Demonstration" status to those programs having met stated criteria.

The Michigan Adoption Program ensures that these Demonstration Programs are disseminated to school districts throughout the state.

WHAT IS A DEMONSTRATION SITE?

A Demonstration Site is where a successful program may be observed in action. School districts committed to successfully installing a particular demonstration program may request assistance from the respective site. Demonstration sites are funded to work with such districts as well as provide in-service training to adopting districts.

The Department (through the Demonstration Site) makes available up to $5,000 to a district that becomes an "official" adopter. The financial resources are provided to assist an adopting district in its initial installation of a selected Demonstration Program.

WHAT ARE REGIONAL DISSEMINATION CENTERS?

Regional Dissemination Centers have been established to disseminate information about promising educational practices and to facilitate adoption of model programs identified by the Michigan Department of Education.

OVER

HOW DOES A DISTRICT BECOME AN ADOPTER?

A district should conduct its own assessment of need involving a broad based representation before deciding on adoption of any educational program.

After a district has defined its needs, Demonstration Programs should be reviewed to determine whether one or more might represent an alternative which might help a district meet a specific educational need for which no program is presently available. Information describing current Demonstration Programs is available from the Michigan Adoption Program and Regional Dissemination Centers.

If a particular program sounds like what a district needs, then a Letter of Interest should be sent to the Department or a designated Regional Dissemination Center to initiate the adoption process.

SUPERINTENDENTS ASK - WHAT DOES THE LETTER OF INTEREST MEAN?

A Letter of Interest from you indicating your district interest in a Demonstration Program would tell us that the program may be responsive to some of your local district needs, and that you would like additional information about it. Your letter would be reviewed to determine that minimal requirements for potential funding are met, and we would then put you in touch with the Demonstration Site director. Your letter does not commit your district to adoption training. Services will be provided on a first come, first served basis to eligible districts.

Experimental and Demonstration Centers Program, MAP, Michigan Department of Education, Box 30008, Lansing, Michigan 48909, 517/373-1806.

Step 1 - Assess Needs

It is important for a district to conduct its own assessment of need involving a broadly based representation and to document such before deciding on the adoption route.

Step 2 - Review Program Information

After a district has defined its needs, Project CDCC information should be reviewed to determine whether or not it represents an alternative which might help a district meet a specific educational need for which no program is presently available.

Step 3 - Submit Letter of Interest

If Project CDCC sounds like what your district needs, send a Letter of Interest according to the included instructions and format. Letters of Interest are screened by the Michigan Department of Education to determine eligibility. Qualified districts will then be contacted by Project CDCC staff to arrange for the next step in the process. (see Project CDCC Adoption Process)

FORMAT FOR LETTER OF INTEREST

Your letter should supply information regarding the four items indicated below. However, if information cannot be supplied for item 1, so state.

1. DESCRIBE THE EDUCATIONAL NEEDS STUDY THAT IDENTIFIED YOUR DISTRICT'S NEED. (The description should answer the following questions):

   a. What is the need or problem?
   b. How was the need identified?
   c. By whom was the need identified?
   d. How does the need manifest itself?
   e. How is the need addressed by the current program?
   f. What alternative solutions if any have been considered or tried? Why were they discarded?

2. STATE WHICH DEMONSTRATION SITE YOU FEEL MAY BE HELPFUL IN MEETING YOUR IDENTIFIED EDUCATIONAL NEEDS.

3. IN WHAT WAYS DO YOU THINK THE DEMONSTRATION SITE YOU HAVE SELECTED WILL HELP YOUR DISTRICT?

4. MAKE A STATEMENT REGARDING NON-PUBLIC SCHOOL PARTICIPATION. USE ONE OF THE FOLLOWING STATEMENTS:

   a. There are no non-public schools located in this school district.
   b. Non-public schools in this district have chosen not to participate in this adoption activity as shown by copies of letters attached.
   c. Non-public schools in this district have indicated a willingness to participate in this adoption activity as shown by copies of letters attached.

over

Instructions

The Letter of Interest should be signed by the superintendent. Please indicate a telephone number and mailing address of the person who should be contacted for more information. Send an original letter plus one copy to the appropriate address listed below.

If your district is located in:	send your Letter of Interest to:
The Upper Peninsula	Lighthouse Schools Dissemination Center Marquette-Alger Intermediate School District 427 W. College Avenue Marquette, Michigan 49855
Wayne County	Project Value Wayne County Intermediate School District 33500 Van Born Road Wayne, Michigan 48184
Barry, Branch, Calhoun, Kalamazoo or St. Joseph County	Region 12 Dissemination Center Kalamazoo Valley Intermediate School District 1819 East Milham Road Kalamazoo, Michigan 49002
Macomb or St. Clair County	Regional Dissemination Center Macomb Intermediate School District 44001 Garfield Mt. Clemens, Michigan 48043
Shiawassee, Genesee, Lapeer, Saginaw, Claire, Gladwin, Isabella, Midland, or Gratiot County	Regional Dissemination Center Saginaw Intermediate School District 6235 Gratiot Road Saginaw, Michigan 48603
Iosco, Arenac, or Bay County	Regional Dissemination Center Bay-Arenac Intermediate School District 4228 Two Mile Road Bay City, Michigan 48706
Kent, Montcalm, or Ionia County	Regional Dissemination Center Kent Intermediate School District 2650 East Beltline, S.E. Grand Rapids, Michigan 49506
Ottawa or Allegan County	Regional Dissemination Center Ottawa Intermediate School District Box 628 Grand Haven, Michigan 48417
a County not listed above	Experimental & Demonstration Centers Program, MAP Michigan Department of Education Box 30008 Lansing, Michigan 48909

Mi

CDCC Unit Planning and Implementation

I. Before you begin remember --- "You cannot teach that which you do not know."

A. Read the unit carefully to be certain you understand all components of the unit.

B. Build a good background for the unit you will be teaching.

1. Career Awareness
   a. Read materials concerning the occupations to be studied in your units.
   b. Visit and observe people working in these occupations.
   c. Talk with workers from these occupations.

2. Self-Awareness
   a. Talk with school counselor concerning ideas in developing self-awareness in students.
   b. Read materials regarding student self concept development.
   c. Learn all you can about your students; i.e., likes, dislikes, interests, abilities, etc.
   d. Learn to really listen to your students.

II. Before introducing any information about a unit:

A. Prepare or secure enough copies of the test items for all students.

B. Pretest the students.

C. Record the results of the pretest on Evaluation Tabulation Form B.

III. Before teaching the unit, plan carefully:

A. Study the results of the pretest.

B. Determine the areas in which your students need the most work. (Review goals and objectives.)

C. Go through the unit and check those activities that you feel will best meet the needs of your students.

D. Try to include a variety of different types of learning activities; i.e., hands on, discussion, role-playing, etc.

E. Don't be afraid to be creative! Add any activities that meet the needs of your students. (Share these activities with other teachers so all students may benefit.)

F. Plan ahead:

1. Use a planning sheet to make a rough draft to help you see where you are going with your unit.

2. Try to estimate the amount of time necessary. (You and your students will become bored if you stretch the unit out over too long of a period; three to four weeks is about right.)

3. If you think that it will take longer than is feasible, re-evaluate the activities you have chosen.

4. Obtain any necessary materials and equipment. (See the Resources and Materials columns in the capsules.)

5. If you need help in planning, seek suggestions from other teachers or your principal.

IV. As you teach the unit:

A. Try to implement the unit within a reasonable time period.

B. Use the note columns in the capsules to log changes, pitfalls you will avoid next time, questions, new ideas, etc. The comments that you make as you complete each activity will be much more valuable than those you might make after a greater time lapse.

C. Use Evaluation Tabulation Form B to keep an observational checklist of your students' behavior if appropriate to the unit you are teaching.

V. After you have completed each capsule, decide if your students need any additional practice in the areas studied.

VI. After you complete the unit:

A. Refer to the goals and performance objectives:

1. Do any necessary reviewing.

2. Include any necessary enrichment.

B. Administer the posttest.

C. Record the results of the posttest on Evaluation Tabulation Form B.

D. Total the columns indicated on the bottom of Evaluation Tabulation Form B to show the number of students who met the criterion as stated in each performance objective.

E. Reflect on posttest results regarding your students' accomplishments.

F. Make any final notes concerning problems you may have had, materials needed, things you will do differently next time, etc.

G. Submit the completed Evaluation Tabulation Forms A and B to the building office or Program Facilitator.

PROJECT CDCC UNIT SEQUENCE

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Minimums		
					RM	RP/S*	FT
K	Me	School Workers	Inside Me	Community Helpers	6	0	2
1	Friendship	A Few of Our Favorite Things[2]	Telephone Workers	The Food Store*	3	1	2
2	Firefighters	My Environment	Baking Industry*	Pet Industry	3	1	2
3	Dairy Industry	Responding Behavior	Restaurant Industry*	Airline Workers	3	1	2
4	Forestry Workers	Best Food Forward	Postal Workers*	Police Workers	3	1	2
5	Our Group and Me[1]	Manufacturing*	Hospital Workers*	My Feelings Are Me	3	2	2
6	Going Abroad, Anyone?*	Me, Myself and I	TV Industry*		2	2	2

[1]Implement early in school year

[2]May be implemented over three (3) quarters

RM - Role Models

RP/S* - Role Playing/Simulation

FT - Field Trips

CDCC Unit _____ Quarter _____ Teacher _____

Implementation Weeks in Quarter: 1 2 3 4 5 6 7 8 9 Grade Level _____

Dates: _____ through _____ Building _____

	M	T	W	Th	F
Week A					
Week B					
Week C					
Week D					
Week E					

Teacher(s) _____

Grade Level _____ Building _____ School Year _____

Quarter _____ Unit Title _____

Potential Role Models:
(position/name) _____

_____

_____

Potential Field Trips:
(site/educational focus) _____

_____

_____

Quarter _____ Unit Title _____

Potential Role Models:
(position/name) _____

_____

_____

Potential Field Trips:
(site/educational focus) _____

_____

_____

Quarter _____ Unit Title _____

Potential Role Models:
(position/name) _____

_____

_____

Potential Field Trips:
(site/educational focus) _____

_____

_____

mi

EVALUATION ACTIVITY

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Restaurant Industry"
Grade 3

Element #I - Life-Role Understanding (occupational, avocational, family, civic)

Theme 1.2 - The student will understand life-role activity as societal-contributing. (economic, societal-need implications)

Unit Goal - The student will become aware of how people outside the restaurant industry contribute to the restaurant industry.

Unit P.O. #1 - The student will list at least five (5) workers whose work contributes to the restaurant industry and tell how their work contributes.
(Evaluation Sheet #1 - Section B)

Theme 1.3 - The student will understand the relationship of education to life-roles.

Unit Goal - The student will become aware of the different characteristics of food.

Unit P.O. #2 - Given a list of ten (10) foods, the student will catagorize the foods according to the four (4) basic food groups.
(Evaluation Sheet #2)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will increase his knowledge of occupations in the restaurant industry.

Unit P.O. #3 - The student will list at least five (5) workers in the restaurant industry.
(Evaluation Sheet #1 - Section A)

Unit Goal - The student will understand the characteristics of jobs within the restaurant industry.

Unit P.O. #4 - Given a list of six (6) restaurant workers and a list of job characteristics, the student will match the two with at least 80% accuracy.
(Evaluation Sheet #3)

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Restaurant Industry"
Grade 3
(Continued)

Unit Goal - The student will increase his/her awareness of the tools used by workers within the restaurant industry.

Unit P.O. #5 - Given a list of eight (8) workers and a list of eight (8) groups of tools, the student will match with at least 80% accuracy the tools with the correct worker.
(Evaluation Sheet #4)

Element #III - Realistic Self Concept Formulation

Theme 3.2 - The student will understand the relationship of social and educational forces to his/her individual development.

Unit Goal - The student will interact with other students.

Unit P.O. #6 - The students will verbally interact with other students by: taking turns sharing ideas, listening, building on ideas, and restating major ideas.
(Evaluation Tabulation Form B)

Evaluation Procedure
"Restaurant Industry"
Grade 3

Pre-Assessment

1. Do not discuss any aspect of this unit with the students before the pre-test evaluation sheets are administered.

2. Make copies of Evaluation Sheets #1, 2, 3, and 4 for each student in the class.

3. Distribute Evaluation Sheet #1. Read the directions aloud as the students read along silently.

4. Slowly read aloud to the students as they attempt to answer each test item. Words (vocabulary) cannot be explained to the students during the test.

5. Follow the same procedure for Evaluation Sheets #2, 3, and 4.

6. Record the students' raw scores in the pre-test sections from Evaluation Sheets #1-4. Total the columns at the bottom to indicate the number of students who met the criteria as stated in the respective performance objectives.

7. Transfer these totals to Evaluation Tabulation Form B.

8. Study the pre-test results. Determine the areas in which the students need the most practice. Refer to the goals and performance objectives.

9. Use Capsule #4 as a list of related activities that may be interspersed throughout the unit. Choose activities that will reinforce or teach skills needed by the students.

10. Follow the post-assessment procedure listed at the conclusion of this unit.

Assessment Throughout the Unit

1. Use Evaluation Tabulation Form B, Column 6 as an observational checklist in relation to Performance Objective #6. Mark it when the students work in small groups. Let them continue working in small group activities until all of the students have had an opportunity to meet Performance Objective #6.

2. Total, this column to indicate the number of students who met the criterion as stated in Performance Objective #6.

3. Transfer this total to Evaluation Tabulation Form A.

Evaluation Tabulation Form A

Unit Name "Restaurant Industry" Teacher _____

Building _____ Grade 3rd

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
3 Pre - Workers in restaurant industry.	1-Sec. A	Open	5			
3 Post- Workers in restaurant industry.	1-Sec. A	Open	5			
1 Pre - Work contributes to restaurant industry.	1-Sec. B	Open	5			
1 Post- Work contributes to restaurant industry.	1-Sec. B	Open	5			
2 Pre - Catagorize foods.	2	10	10			
2 Post- Catagorize foods.	2	10	10			
4 Pre - Identify job characteristics.	3	6	5			
4 Post- Identify job characteristics.	3	6	5			
5 Pre - Identify tools.	4	8	6			
5 Post- Identify tools.	4	8	6			
6 Pre - None						
6 Post- Students will interact verbally.	Eval. Tab. Form B	4	4			

*Administer the test in the sequence listed above. Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "Restaurant Industry" Teacher _____

Building _____ Grade 3rd

1. Record, in the proper columns, the students' raw scores from Evaluation Sheets #1-4.
2. Let the students work in small groups to solve problems such as those in Capsule #1.
3. Place a check (✓) after the students' names as they exhibit the behaviors described:
   Column P.O. #6 - a takes turns sharing
   P.O. #6 - c builds on ideas
   Column P.O. #6 - b listens
   P.O. #6 - d restates major ideas
4. Place a check (✓) in column P.O. #6-e to indicate which students exhibited each of the four (4) behaviors at least once.
5. Total the columns to indicate the number of students who met the criteria as stated in the performance objectives.
6. Figure the percentage of growth for your own information.

Evaluation Sheet #	1-Sec. A			1-Sec. B			2			3			4							
P.O. # / Students Names	#3 Pre	#3 Post	% of Growth	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#4 Pre	#4 Post	% of Growth	#5 Pre	#5 Post	% of Growth	a	b	6 c	d	e
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				
11.																				
12.																				

RAW SCORES

Evaluation Sheet #1

	Sec. A	Sec. B
John F.	3	4
Mary A.	4	5
Sue M.	6	5
Lisa B.	5	6
George G.	7	6
Sam S.	2	3
Carol C.	8	7
Mike H.	6	5
Joyce E.	5	6
Wayne R.	5	5
Linda N.	6	8
Bill K.	7	6

Evaluation Sheet #2

George G.	10
Carol C.	7
Sue M.	10
Mary A.	10
Lisa B.	8
Sam S	10
Mike H.	10
Wayne R.	9
Linda N.	10
Bill K.	10

Evaluation Sheet #3

Mary A.	6
Lisa B.	4
Sam S.	5
Sue M.	3
George G.	6
Joyce E.	6
Linda N.	5
Bill K.	5
Mike H.	4
John F.	6
Wayne R.	5

33

The Purpose of Instructional Performance Objectives

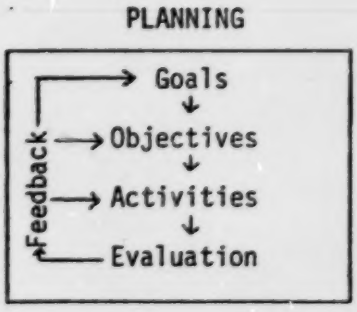
Using performance objectives is based on a very simple idea: determine where you want to go before you start out on a venture.

When a teacher begins to write or select performance objectives, he/she is answering the question: what should students know, be able to do, or in what ways should they behave differently after instruction?

Performance objectives are COMMUNICATION DEVICES that precisely predict the benefits or outcomes that will result from a given "unit" of instruction. They help the teacher decide what is necessary in the instructional process, they communicate to the learner what is expected of him, and they provide criteria for the teacher with which to measure the effectiveness of instruction. When using performance objectives, the shift is from the learning process to the outcomes. This shift in focus clarifies the intent of instruction and sets the stage for evaluation of that instruction. It is only with the use of performance objectives that we know specifically what it is we want students to learn and can determine whether we have accomplished it.

Developing Instructional Performance Objectives

Some instructional designers insist that objectives be stated carefully early in planning--right after the goal statements are formulated. Sequentially this is correct, but in actual practice it does not always work. Many people cannot enumerate detailed objectives at this point because the full content or the method of evaluation may not yet be clearly evident.



Writing objectives is a developmental activity that requires refinements, changes, and additions as the writer considers subsequent planning steps. For some teachers, objectives become evident only after subject content is outlined. Sometimes it is not until learning activities are being selected or the method of evaluation is decided that the "real" objectives for a topic become clear. Therefore, expect to start with loosely worded objectives, move ahead in the planning sequence, and then return to spell out the objectives in detail as each one becomes more evident.

The Three Essential Parts of an Instructional Performance Objective

An objective is a precise statement that answers the question: what does the student have to do in order to show that he has learned what you want him to learn? Ask yourself this question each time you

start to formulate an objective. It will help to give direction to your efforts. To answer this question satisfactorily, you should write objectives that consist of THREE ESSENTIAL PARTS:

1) The Behavior: What will the learner do or produce to demonstrate achievement? Start with an action verb and an object of the verb that describes a specific observable or measurable behavior or activity by the learner;

   A) Name the 50 state capitals.

   B) Arrange the six steps in water purification.

   C) Compare the cultures of two past civilizations.

2) The Criterion: How well must he do? Indicate the minimum acceptable level of achievement in measurable or observable terms.

   A) Name the 50 state capitals with an accuracy of 90%.

   B) Arrange the six steps in water purification in correct order.

   C) Compare the culture of two past civilizations, enumerating at least five characteristics for each.

3) The Conditions of Evaluation: What relevant conditions or circumstances need to be imposed? Add the important conditions under which the learner must demonstrate his competence;

   A) Given a list of the 50 states, the learner will be able to name the 50 state capitals with an accuracy of 90%.

   B) Without the use of reference materials, the learner will be able to arrange the six steps in water purification in correct order.

   C) In a paper and pencil testing situation, the learner will be able to compare the cultures of two past civilizations, enumerating at least five characteristics for each.

Perspective

It should be remembered that there are no good or bad objectives, only those that need more rewriting and those that need less rewriting. Objectives are written to give a referent to the learner and those who develop and/or conduct instruction and evaluation. As such, the objective's clarity will often affect the success of the learner in reaching the level of achievement described in the performance objective. It is not unusual for educators to modify their objectives five or six times before they are completely satisfactory.

8/75 G. Geik

Career Development Centered Curriculum
COLOMA COMMUNITY SCHOOLS
COLOMA, MICH. 49038

Mi

FIELD TRIPS

A. Contact the Field Trip Site

1. Contact should be made at least one month in advance.
2. Explain to the site contact person what you wish your students to see and learn about.
3. Explain the age level, attention span, and depth of knowledge of the students.
4. Give a summary of the general questions students will be asking.
5. Discuss the time length of the tour and/or activities.
6. Find out the number of students the site can accomodate.
7. Discuss workers with whom the students may talk.
8. Find out what kinds of "hands-on" experiences students may have.
9. Agree upon a time and date.
10. Record name of contact person and/or tour guide.
11. Follow-up this call with a letter confirming all things discussed and planned.

B. Teacher Preparation - make preliminary arrangements well in advance.

1. Obtain Principals approval.
2. Obtain parents permission - a permission slip describing nature of the field trip, time, date, place, and major educational objectives of the trip should be sent to each set of parents. These should be filed prior to field trip date.
3. If parental help is needed, solicit that help 2 weeks in advance. (1 adult to 10 students is about right)
4. Finalize transportation plans with driver or drivers, school vehicles, and/or school officials 2 weeks in advance.
5. Arrange for student lunches if the trip will interfere with typical mealtime procedures. If students are required to bring a "sack lunch", make sure the lunch is marked for identification. Also, arrange for students to bring special clothing or money, depending upon the nature of the trip.

Career Development Centered Curriculum
COLOMA COMMUNITY SCHOOLS
COLOMA, MICH. 49038

6. The instructor should try to make plans to visit the site of the field trip and if possible take an advance tour as well as discuss planning with personnel scheduled to conduct the tour.

   a. Check for rest stops.
   b. Check for restrooms.
   c. Indicate specific points of interest that should be emphasized during the tour.
   d. Prepare a preliminary time schedule for the tour. This will enable those responsible for conducting the tour to do so without unnecessary time delays.

7. Make plans with students concerning ways to document the field trip.

   a. Some students may have cameras, tape recorders, etc., which could be used to make visual and/or audio records of the trip.
   b. Make use of the talents and resources of students. Some might be able to sketch scenes of interest and others might be adept at recording important points with an outline.

8. Make plans to involve as many students as possible with the task of working out appropriate "thank you's".

C. Preparing Students for the Field Trip

1. Prepare a list of objectives for the field trip and make sure all students understand the purpose of the trip.

2. Review proper field trip behavior with the learners concerning 1) courtesy, 2) responsibility, and 3) safety.

3. Discuss appropriate dress for the field trip.

4. Before the trip, a variety of learning materials and/or activities should be used to enable the student, during the tour, to engage in selective viewing.

5. Compile a list of questions which the students have about the content area of the field trip. If possible, do not answer the questions prior to the trip, but allow students to seek out the answers during the field trip.

D. During the Trip

1. Use the "buddy" systems. If students are aware of other students, it provides less of a problem for the teacher.

2. Put slow-moving students ahead of the group.

3. Put monitors, students or helpers, at the end of the line to prevent stragglers.

4. Discourage purchasing anything during the tour.

5. Encourage students to follow all safety rules during the tour, while crossing streets, and while traveling on buses, etc.

6. Remember, it is the teacher's responsibility to keep things moving and educationally productive.

E. Follow-up Activities - can be planned prior to the field trip or after the trip. The following are some suggestions:

1. Art project

2. Bulletin board display of pictures, sketches, etc., of the actual trip.

3. Reports on related subjects

4. Guest speakers

5. Creative writing exercises with the main topic being the topic of the field trip.

6. Worksheets

7. Discussion sessions

8. Answer questions prepared prior to the trip

CHECK LIST FOR FIELD TRIP PLANNING

PROJECT CDCC

I. Preparation outside the classroom:

_____ Principal's consent

_____ Other administrative approval

_____ Parental permissions (Be certain these are on file.)

_____ Coordination with other faculty members

_____ Permission from site

_____ Approval of transportation

_____ Know the name of site contact person (_____ _____)

_____ Time schedule arranged (Students will leave school at _____ and return at _____.)

_____ Meal arrangements (if needed)

_____ Emergency and first aid arrangements

_____ Contacted parents who will act as chaperones:

_____

_____

_____

_____

_____ _____

_____ _____

II. Classroom preparations:

_____ Rules are explained

_____ Included students in planning

_____ Identified objectives for the trip

_____ Prepared reading and writing assignments

_____ Special assignments are made

_____

III. Follow-up plans:

_____ Discussion is planned

_____ Assignments are made

_____ Evaluation in terms of objectives

_____ Letters of appreciation sent to personnel of site visisted

_____ Letters of appreciation sent to parents who helped

_____ _____

_____ _____

Mi

ROLE MODELS

A. Contact the Resource Person

1. Contact should be made far enough in advance to enable yourself to plan classroom activities around a convenient time and date for the resource person. Early contact (2-3 weeks) also gives the guest time to prepare for the presentation.

2. Explain the developmental level of the learner to the resource person. He/She can use information such as age, grade level, size of class, etc., as a guideline for preparing his/her presentation.

3. Give a brief summary of the group's knowledge level and previous experiences regarding the "role" the resource person will be describing; include follow-up activities you are planning. Also, give a summary of the kinds of questions students will be asking. (See questions below)

4. Give a time constraint for the presentation. (20-25 minutes is about right)

5. If appropriate, ask the resource person to bring tools used in his/her role and to wear his/her work clothes or uniform. Be Be certain to tell resource person that the students will want to handle the tools and try-on parts of their uniforms if possible.

6. Ask if any A-V equipment is needed for the presentation.

7. Acquire background information on the resource person to facilitate a good introduction for the students.

8. Follow up initial contact with a letter to confirm date, time, etc. (See sample letter) Include worksheets, if any, that will be used in conjunction with the presentation.

B. Teacher Preparation

1. Assign tasks to students:

   a. preparing introductory remarks
   b. meeting the resource person when he/she arrives on the school grounds
   c. making physical setting comfortable for the presentation
   d. reporters or recorders to document the presentation (upper elementary)
   e. writing appropriate thank you notes

2. Inform the Principal of the date, time, content of presentation and speaker schedule (if more than one classroom is to be involved).

3. Develop questions to be asked with the class. (See suggested questions)

4. Formulate follow-up plans:

   a. List possible discussion questions you will use.
   b. Identify specific follow-up activities, i.e., students writing reports, activity sheets students will work on, etc.

C. The Presentation Period

1. Students should be challenged to display active listening skills.

2. Make sure A-V equipment requested by role model is available.

3. After warm-up remarks from you, a previously chosen student should be asked to introduce the guest. (Place speaker in context of unit activities.)

4. Consider taping and/or taking pictures of the role model's visit.

5. Remember, the teacher has the responsibility to keep the thing moving.

D. Follow-up Activities

1. Conduct follow-up activities within a day or two after the role model's visit.

2. Be alert to refer back to specific points made by the presenter as they relate to follow-up activities.

SCHOOL LETTERHEAD

SAMPLE LETTER FOR ROLE MODELS

Dear _____,

We are eagerly anticipating your visit!

We would like for you to visit with us for approximately _____ minutes on __(date)_____ at __(time)_____ at __(place)_____.

Our students are between the ages of _____ and _____. Adapting your presentation to their level of attention and comprehension would be very much appreciated.

Here are some suggestions that you might find helpful in planning your presentation:

I. Use the introductory segment of your presentation to "captivate" your audience.

Relate your topic to the immediate experiences and concerns of the students. Show the connection between the topic area and the work they are doing in school. Let them know how this information is, or could be, useful to them now as well as later in their lives.

Put yourself on friendly terms with your audience. This can be done by relating a humorous anecdote, telling an interesting story having to do with your topic, or simply adopting an informal, conversational speaking style.

II. Educating the Students

There are a number of ways of maintaining the interest of the students as you "educate" them in your topic area.

Don't rush. Proceed systematically, covering one point at a time. Emphasize key points by repeating and/or summarizing them.

Consider using audiovisual aids to illustrate or clarify major points. Check to see that all the students can see and hear what you're presenting, and once you're through, remove each item so it won't be distracting later on.

Display and/or demonstrate tools or instruments associated with your career. (Even a napkin can be exciting if pulled from a mysterious bag.)

Actively involve the students in your presentation if you can. You may ask them to participate in a task or assist in a demonstration, or you may decide simply to direct questions to them. No matter what age level you're working with, you'll find you get a much better response if the students can do something, rather than just listen.

Career Development Centered Curriculum
COLOMA COMMUNITY SCHOOLS
COLOMA, MICH. 49038

III. Motivating the Students

In your concluding remarks, "motivate" the students to further exploration in your field.

Pass along any ideas you have for activities that might appropriately follow up your presentation.

If you have such resources as brochures, pamphlets, posters, or pictures available for distribution, leave them with the students to reinforce the effects of what you've done.

IV. After the Presentation

Conduct a question-and-answer session if you feel that the time can be properly used to clarify issues or correct misconceptions.

Allow time to circulate any items you may brought along to share with the class. By waiting until you have completed your presentation to do this, you will avoid the risk of competing with your own materials.

...Now, for some specific questions to have in mind in telling EVERYTHING YOU EVER WANTED TO TELL ABOUT YOUR OCCUPATION OR PROFESSION:

V. Talk About Your Profession--

What are the duties of my occupation or profession?
What are my working hours?
Must I wear special clothing on the job?
What equipment or instruments do I use?
What are the working conditions--indoors, outdoors, noise, odors, temperature?
How are the subjects that are taught in school useful in my work?
Which subjects have been the most helpful to me?
In what ways do I depend on other people to help me do my work?
In what ways do others depend on the work I do?
How does society benefit from my work?
What do I like or not like about my job?

VI. Talk About Your Family and Hobbies--

How many children do I have?
What are my hobbies?
What do I like to do for fun? (With my family or alone)

We are looking forward to your visit. If you have any questions, feel free to give us a call. Our phone number is _____. Please let us know if you need any equipment for your presentation, such as, projector, tape recorder, etc.

Sincerely,

SUGGESTED QUESTIONS FOR STUDENTS TO ASK ROLE MODELS

1. Do you like your job?
2. What specific tasks do you perform in your job?
3. How does the work you perform contribute to others?
4. What are your working hours?
5. What days of the week do you work?
6. Do you feel you get enough vacation time?
7. What specific training have you had?
8. Does anyone supervise you or check the results of your work?
9. What do you like most about your work?
10. What do you like least about your work?
11. What school subjects do you use in your work?
12. What tools or instruments or equipment do you use?
13. What worker characteristics are important in your job?
14. What special interests or skills do you need for your job?
15. What type of person do you have to be in order to like and be successful at your job?
16. Are your hobbies like or different from your job?
17. Why is your job important to you?
18. Has the nature of your particular job changed over the past ten or 20 years?
19. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?
20. What are some jobs you've had in the past? Have any of these led you to the one you have now?
21. How does your job effect your family life?

These questions can be modified and additional ones can be generated. Add more questions to this list for each occupation. Develop questions with your class prior to the role models' visit. Let the students write the questions down so that they have something to start with.

SOME POSSIBLE ROLE MODELS

*Kindergarten -

School Workers

principal
secretary and aide
custodian
cafeteria workers - cook
nurse
bus driver
superintendent
other teachers:
- speech
- librarian
- reading
- gym
- music

Community Helpers

doctor
mail carrier
police worker
farmer
mechanic
gas station attendant
garbage collector
telephone man:
- installer
- lineman

firefighter

*First Grade -

The Food Store

bag/carry out person
department managers:
- meat
- dairy
- bakery
- dry goods
- produce

store manager
stock person
janitor
cashier

Telephone Workers

telephone installer
operator
manager
clerk
lineman
phone company
- secretary

telephone sales
- consultant

A Few of Our Favorite Things

artist
TV repair person
writer
veterinarian
interior decorator
librarian
teacher
groomer
car design engineer
publisher
blacksmith

*Second Grade -

Firefighters

fire chief
firefighter
alarm-room dispatcher
paramedic

Pet Industry

veterinarian
trainer
handler
groomer
ferrier or blacksmith
pet store owner
pet store clerk

Baking Industry

baker
delivery truck driver
farmer
miller

SOME POSSIBLE ROLE MODELS

*Third Grade -

Dairy Industry

farmer
truck driver
milkman
veterinarian
county health inspector
milk receiver
milk sampler
cheese maker
ice cream maker
mixer

Airline Workers

pilot/co-pilot
meteorologist
flight engineer
flight attendant
aircraft mechanic
reservationist
baggage clerk
air traffic controller
flight dispatcher
ground radio operator

Restaurant Industry

waiter/waitress
short-order cook
chef
bus boy
kitchen helpers/ dishwasher
dietician
delivery truck driver
personnel director
maitre 'd/host/ hostess
food service supervisor

*Fourth Grade -

Police Workers

policeman
policewoman
dispatcher
patrolman or woman
dog handler
FBI or special agent
state trooper
police clerk
detective
juvenile officer

Forestry Workers

silviculturist
forester
forest ranger
forester aid

Postal Workers

accountant
auditor
customer service post office clerk
dispatcher
driver
janitor
machine operator
mail clerk
mail handler
mail tracer
mail truck driver
canceling machine operator
typist
mail sorter
mailing service worker
mechanic
post office supervisor
postal clerk
postal inspector
postal transportation clerk
mail carrier
postmaster
relay carrier
route supervisor
rural mail carrier
superintendent

Career Development Centered Curriculum
COLOMA COMMUNITY SCHOOLS
COLOMA, MICH. 49038

SOME POSSIBLE ROLE MODELS

*Fifth Grade -

Hospital Workers

anesthetist
carpenter
clinical psychologist
dietitian
EEG Technician
EKG Technician
electrician
engineer
hospital administrator
hospital admitting clerk
hospital attendant
hospital guide
hospital inspector
housekeeper
inhalation therapist
intern or resident
licensed practical nurse
maid
medical assistant
medical laboratory worker
medical record librarian
medical social worker
medical technologist
occupational therapist
osteopathic physician
pharmacist
physical therapist
physician
plumber
podiatrist
porter
psychiatric social worker
psychiatrist
purchasing agent
radiologic technologist
registered professional nurse
speech and hearing clinician
surgeon
surgical technician
vocational rehabilitation counselor
X-ray technician

Manufacturing

janitor
hammerman
electroplater
metal finisher
melter
sacker
industrial designer
assembler
inspector
engineer
stock clerk
secretary
purchasing agent
keypunch operator
physicist
metallurgist
market analyst
statistician
business machine operator
sprayer
polisher
millwright/patternmaker
machine molder
pourer
machinist
electrician
foreman
shipping clerk
welder
lift truck driver
advertising personnel
accountant
personnal manager
mathematician
chemist
draftsman
economist
industrial relations expert

Career Development Centered Curriculum
COLOMA COMMUNITY SCHOOLS
COLOMA, MICH. 49038

SOME POSSIBLE ROLE MODELS

*Sixth Grade -

TV Industry

administrator
broadcast journalist
broadcast technician
chief engineer
continuity writer
controller
costumer
dramatic actor
engineer
farm director
film or still
cameraman
film director
film editor
floor manager
floorman
general manager
home economics
specialist
makeup artist
news director
newsperson/
photographer
producer - director
production manager
program assistant
program director
programmer
promotion manager
sales manager
sales service clerk
salesman - TV time
scenic designer
special program
performer
sportscaster
staff announcer
television film
field coordinator
television schedule
coordinator

Going Abroad, Anyone?

photographer
doctor
travel agent
clerks at the courthouse:
health bureau
passport dept.
birth certificate dept.
clerk from department
store catalogue dept.
bank clerk

Career Development Centered Curriculum
COLOMA COMMUNITY SCHOOLS
COLOMA, MICH. 49038

PROJECT CDCC TRAINING

Mi

Day One

8:30 - Training Schedule and Goals

8:40 - Career Development and Self Awareness (Intro)

8:50 - Self Awareness Activities for Teachers

? - Break (after first two small group activities)

11:30 - Self Awareness - Debriefing

11:45 - Lunch

1:00 - Career Awareness for Teachers

1:30 - Field Trips

1:55 - Break

2:00 - Role Playing/Simulation

3:30 - Adjourn

Day Two

8:30 - Career Education Concept and Career Development

9:00 - CDCC Program Framework

9:30 - The CDCC Unit Format

10:00 - Break

10:15 - Program Evaluation - the teachers' role

11:15 - Role Models

11:45 - Lunch

1:00 - A Role Model Experience

1:25 - Planning for Unit Implementation

1:40 - Break

1:45 - Grade Group Planning

3:00 - Wrap-up Session

Evaluation

PROJECT CDCC TRAINING GOALS

Each participant will:

1. increase his/her understanding of elementary Career Development (Self Awareness and Career Awareness).

2. increase his/her understanding of Project CDCC and its conceptual framework.

3. understand the relationships and purposes of unit components; i.e., goals, objectives, delivery system, and evaluation.

4. be prepared for using the teaching techniques included in the unit delivery systems; i.e., field investigations, role-playing, etc.

5. be prepared in planning for unit implementation.

6. become familiar with evaluation data collection procedures.

Mi

ROLE-PLAYING/SIMULATION

A. Teacher Preparation

1. Make sure you have all necessary materials and equipment.
2. Consider possibility of having students bring some of the materials.

B. The Simulation Period

1. Make it clear to the students what the purpose is for the role-playing activity: produce a product, provide a service, learn more about ourselves, etc.
2. Make certain that all necessary positions are filled and that the individual in the position understands the task he/she is to perform. Teacher may have to demonstrate the tasks to be performed in some of the positions.
3. Allow students to volunteer for role-playing the positions initially, then assign others and rotate the assignments so that students experience a variety of positions.
4. Emphasize important worker characteristics for particular positions.
5. Emphasize how skills learned in school are important for particular positions.

C. Some Important Points

1. Don't expect children to perform a task or play a particular role in a way that is too complex for them. Keep your expectations within the learner's limits.
2. Thorough preparation and organization are KEYS to successful role-playing.
3. For major role-playing activities that do not involve all of the students: Assign the balance of the class as observers or assign them independent work to be completed while the role-playing activity is being conducted.

Career Development Centered Curriculum
COLOMA COMMUNITY SCHOOLS
COLOMA, MICH. 49038

The Career Education Concept in Michigan*

Brief Notes

Career education exists in Michigan as a result of extensive efforts on the part of many people. Its legal existence was created by an impressive majority action of the Michigan Legislature. That action now is known as Public Act 97.

It should be noted that Public Act 97 of the Public Acts of 1974 contains some strong unmistakable language. Its section number seven says:

> "Beginning with the 1975-76 school year each local educational agency shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program. . ."

That being the case, you probably have become involved with career education in Michigan. You probably have already heard a lot about career education. You may have your own notions good or bad about the idea. You may be enthusiastic or uncertain.

In Michigan as elsewhere, proponents of career education have been faced with a particularly sticky problem. Saying, "we need career education," seems to imply that the educational system we have relied upon in the past was ineffective or just partially effective.

Were the whole subject approached in that fashion, it is unlikely career education would have been adopted by the Legislature, let alone meet with any favor among local educators and community people.

Too, if our educational systems were ineffective it is highly unlikely the United States would exist as a nation.

Career education does ask one to do a certain amount of restructuring of his or her thinking about education. But it does not seek to throw out or replace the elements of public education we have worked with. In truth, career education merely asks us to expand our notion of what education is supposed to do and how it is supposed to do it.

Career education acknowledges that our educational systems have developed the strategies and tools to effectively educate. It seeks to use these tools to achieve life-long goals based on a more complete notion of helping individuals answer the questions "Who am I?, What do I want?, What can I do?, How will I do it?"

The terms used in the career development part of the career education model are: self awareness, career exploration, decision-making, career planning and placement.

*Reprinted portions of "Career Education in Michigan, An Introduction", Michigan State Board of Education.

In the Michigan model, career education is merely a matter of combining "career development" with the traditional bases of education - academic, vocational and technical education. These last three aspects of education are most conveniently labeled "career preparation."

In short then, Michigan career education is the combination of what we already have, "career preparation," with the concepts of "career development." It is basically the application of career education principles to an already highly-organized, well-structured system oriented to "career preparation."

The four elements of "career development" are to some extent self-explanatory. Again they are:

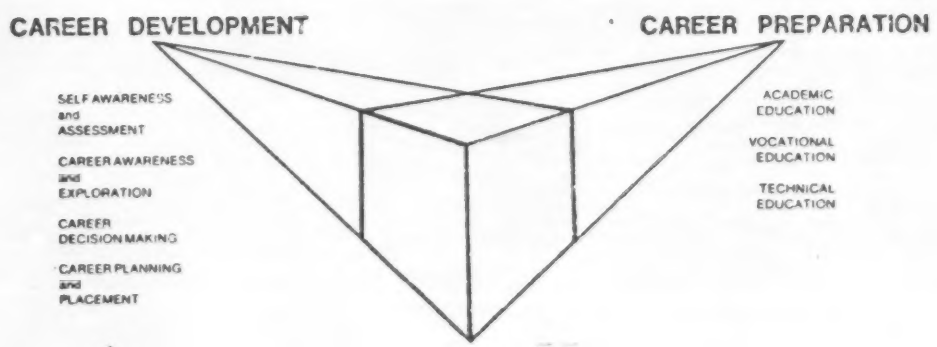
- self awareness and assessment
- career awareness and exploration
- career decision making
- career planning and placement

A definition of "career" is needed to make these concepts of career development meaningful. In the Michigan context, career refers not only to a paid job, but to a life-long succession of roles a person will experience. In this context, a career is a life. It encompasses every activity a person will experience. The Michigan model of "career education" contains its own definition of a career:

> /career education is/ ". . .the system which delivers the skills and knowledge people need to explore, understand and perform their various life roles - as student, worker, family member and citizen."

As educators we cannot hand out "fulfillment." That is something a person can reach only on his or her own terms. But as career educators we can nurture the idea that education and the resultant involvement with a career can be ultimately more fulfilling if a student has gained the tools of career development - to continually maintain the notion of who he or she is, what particular traits and abilities make that person unique, and how to assess and structure each life role for more fulfilling consequences.

CAREER EDUCATION



AN INTEGRATED APPROACH

An Explanation of the Concept

As was stated earlier, career education means we apply the concept of career development to the existing structure of career preparation.

Career development may be defined as that part of the school program which develops the knowledge, skills, and attitudes necessary for a person to plan, explore and establish life roles.

Career preparation is that part of the school program which develops the knowledge, skills, and attitudes necessary for a person to perform life roles.

Self Awareness and Assessment

Self awareness refers to assisting individuals to understand themselves and others. This component can be further broken down into the following goals:

- the ability to acquire information about personal characteristics of self and others
- the ability to understand and accept uniqueness of self, and past and future change
- the ability to recognize the interactive relationship of individual and group roles
- the ability to understand the relation of self to values
- the ability to understand the importance of self-goals based on self-knowledge

The development of self awareness is the process of developing each of the above abilities in the individual from kindergarten through the adult years. Such a process would result in an individual who is able to use self-knowledge in making career decisions and career plans.

Career Awareness and Exploration

Career awareness refers to the interdependence of family, citizen, leisure and occupational roles; home, school, work, and community settings; and the various events such as job entry, marriage, and retirement, which may occur during the life stages of individuals. This component can be further broken down into the following goals:

- the ability to understand the variety and complexity of careers
- the opportunity to identify and explore alternative leisure, occupational, citizen and family roles and settings
- the ability to identify the characteristics of the preparations for various careers
- the ability to identify educational alternatives
- the ability to understand the relationship of one's career to one's lifestyle

Each of the above goals takes shape in the learner as he or she moves from kindergarten through adulthood. The process of career awareness and exploration helps an individual be able to make career choices which are compatible with his or her lifestyle.

Career Decision Making

Decision making refers to the skill of applying one's knowledge to a rational process of career choice. This component can be broken down into the following goals:

- the ability to formulate and evaluate goals
- the ability to identify, gather, and apply information
- the ability to identify and select alternatives, and to use them in making decisions
- the ability to understand how one can influence his or her future by making decisions and acting on them

Each of the above abilities takes shape in the individual as he or she moves form childhood through the adulthood years. This process of career decision making would help an individual direct his or her own career through realistic planning.

Career Planning and Placement

Career Planning and Placement refers to skills necessary to develop and implement systematic programs to reach career goals. This component can be divided into the following goals:

- the ability to acquire prerequisite skills and knowledge to implement career decisions
- the ability to relate one's interest and aptitude information to careers
- the basic habits and attitudes necessary for entering careers of one's interest
- the ability to acquire skills necessary to gain and perform in one's succession of career choices

The process of career planning and placement takes place in the individual along the above lines. Such a process prepares the individual for placement consistent with his or her career plan.

Career Preparation

Career preparation consists of the acquisition of those knowledges and skills gained through formal and informal experiences in existing school programs.

Examples of these existing school programs are:

- the academic programs (math, science, social studies, etc.)
- the vocational programs, and
- the technical programs

Career preparation is intended to provide the basic skills and employment skills necessary for individuals to effectively fulfill their life roles.